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ABSTRACT

The guide, developed by the Secondary Transition and Employment Project (STEP) in Idaho, is for junior and senior high teachers of disabled students and provides strategies to aid in the transition of students from school to the community. Section I of the manual contains short-term transition strategies, for use with students graduating within a year. Section II contains the long-term transition strategies, a curriculum designed to systematically prepare the student to leave school. The format for both types of strategies includes goals, objectives, activities, materials, and persons responsible. The short-term strategies are grouped by recommended month of implementation, while the long-term strategies by student age (from 14 to 21). Short-term transition goals include: (1) develop a system which will facilitate the delivery of transitional services; (2) share information with parent/guardian and students on adult services; (3) develop and implement an individualized transition strategy; and (4) evaluate the success of the transition. Long-term strategy goals include: develop a management system to facilitate the delivery of transitional services; gather information for graduating students on all options available to them; and organize a long-term transition plan and procedures for implementation for students ages 14-21. Appendixes, comprising approximately half of the document, include sample short- and long-term transition forms and products as well as a schema of management strategies. (DB)

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MAKING TRANSITIONS WORK

LONG & SHORT TERM STRATEGIES

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MAKING TRANSITIONS WORK

SHORT- AND LONG-TERM TRANSITION STRATEGIES

A PLANNING GUIDE FOR JUNIOR AND SENIOR HIGH SCHOOL TEACHERS

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INTRODUCTION

TRANSITION STRATEGIES

Devising and implementing secondary/vocational training for students with handicaps has emerged as a major goal of the 1980s. One of the key elements in the secondary/vocational training curriculum is planning for the transition from school to work. Transition from the school environment to the community is a very normal process for all students and represents a major step from adolescence to adulthood. It is a critical time for making decisions about career options, living arrangements, social patterns and life-long goals.

For students with handicaps and their parents/guardians, the transition process is complicated by uncertainty about residential, vocational, and financial services, and their availability. The transition from the instructional environment to new settings and unfamiliar agencies with different eligibility criteria can be stressful.

A carefully planned transition process can help reduce the uncertainty and stress associated with leaving school. The following Transition Strategies approach transition as a process and as a product. The process is the exchange of information between parents, students, schools and post-secondary environments. The product is the student's integration into the community. In essence, the final goal of transition is not a referral to an agency; the agency is only part of the process. Rather, the goal is for each student to obtain

satisfactory residential, vocational, recreation/leisure, and community integration options.

Anyone can begin the transition process. Most problems arise when no one initiates it. Since students are in school and teachers are aware of graduation dates and chronological ages, the transition typically is initiated by a teacher, parent, or someone designated by the school district.

The development and implementation of a transition program could utilize two approaches. One approach, Short-Term Transition Strategies (Section I of the manual), is for schools or teachers who want to start a transition program immediately because they have students who will be graduating at the end of the academic year and want to ensure that at least a minimum of transitional planning occurs. A second approach, Long-Term Transition Strategies (Section II of the manual), is the process of designing curriculum based on the student's age. The curriculum is divided into activities which systematically prepare the student to leave school. Long-term transition recognizes that the critical issue of transition is "transition from school to what" and sets in place communication and long-term curriculum planning among parents, teachers, adult agency staff and the student.

This guide will address both Short-Term and Long-Term Transition Strategies. The format utilized includes goals, objectives, activities, materials, and person(s) responsible. Each strategy is accompanied by forms which have been used in the transition process by a variety of school districts.

SHORT-TERM TRANSITIONS

HOW TO USE THE
SHORT-TERM TRANSITION STRATEGIES

The following is a listing of goals, objectives and activities for Short-Term Transition Strategies. It is intended to be used for school programs which are implementing transition strategies for the first time or which chose to focus on transitions during the last year of school. The strategies reflect only those activities necessary to ensure that a minimum of transitional preparation and planning occurs. More detailed planning and program development is offered in Long-Term Transition Strategies. The strategies offered are guidelines and, depending on the school and the student's needs, may be adjusted. The parents/guardian and student have been included in the transition strategies and should be viewed as responsible partners. As stated earlier, the teacher is generally the person who starts the transition process, but the parent/guardian and student should assume as much of the transition planning and community activity as possible.

Those activities marked with an asterisk (*) are optional. Completion of these activities is not critical to the outcome of the transition program but will help facilitate the process and possibly avoid unnecessary work in the future.

The Short-Term Transition Strategies are organized in sections according to a nine-month academic school year. The introduction section contains an overview of all the goals and objectives and a chronological listing of the activities according to the months in which they are initiated. Each subsequent section is labeled with one of the

nine months starting with September and ending with May and contains the goals, objectives, and activities for that month. Sample forms and products that result from performance of the activities are found in Appendix A. The guide thus allows a teacher to refer to that month's section, review the goals and objectives, and initiate the activities. In cases where a student exits school prior to May or where a student transfers midyear, the sequence and scheduling of the short-term transitions will need to be altered.

A number of management strategies were designed using the Short-Term and Long-Term Transition Strategies. Illustrations of the following management strategies are found in Appendix C. One strategy is to organize the goals, etc., in hanging file folders according to the months of the school year. In the same file cabinet, individual student transition folders are used to organize correspondence and information specific to each student's transition. A second method is to place the goals, objectives, activities and forms into a three-ring binder, allowing for easy access and portability. A third strategy is to use an Apple IIe and the Appleworks software for the storage and use of the goals, objectives, activities and forms. All the material contained in this section is available on a 5 1/4-inch floppy disk formatted for use with the Appleworks word processing program. If this last strategy is used, all of the individual student transition files could be maintained on a single data storage disk. Regardless of which method is used, the Transition Process Tracking form, which is explained in the section for September, will act as a tool to record and monitor all students' transition progress without having to refer to their individual file folders.

AN OVERVIEW OF SHORT-TERM TRANSITION GOALS AND OBJECTIVES

GOAL 1. Develop a system which will facilitate the delivery of transitional services.

Objective 1. Develop and implement a monitoring system for planned transition.

GOAL 2. Share information with parent/guardian and students on adult services and the transition process.

Objective 1. Provide the parent/guardian and student with information on the transition process and the opportunity to comment.

GOAL 3. Develop and implement an individualized transition strategy.

Objective 1. Conduct an informal pretransition planning meeting.

Objective 2. Inform the adult service agencies of the potential student referrals.

Objective 3. Hold the transition planning meeting with the student, parent/guardian, teacher, and adult agency representative.

Objective 4. Monitor implementation of the Transition Plan.

GOAL 4. Evaluate the success of the transition. (To be completed after the first year of transition planning.)

Objective 1. Gather data on the previous year's graduates.

Objective 2. Summarize the questionnaire data.

SHORT-TERM TRANSITION STRATEGIES

SHORT-TERM TRANSITIONS
SEPTEMBER, Goals 1 and 2

During the month of September you will (1) identify and record the students who will graduate or leave school during the academic year on the Transition Process Tracking Form, (2) mail a copy of the Short-Term Transitions to the regional and local adult agencies that will be involved with your students, and (3) contact and inform parents of the rational and methodology for the upcoming transition activities. The information obtained from these activities will become the basis for many decisions in the next few months.

The Transition Process Tracking Form is intended to be used as a tool for recording all of the students who will graduate or leave school during the year and for simplifying the process for follow-up after graduation. The Transition Process Tracking Form shall be used throughout the school year and is referenced in many of the transition activities. For convenience it would be best if the form was kept current and maintained in a convenient location for easy reference.

The Sample Cover Letter included here is an example and should be adapted as needed. It is suggested that the cover letter and a copy of the Short-Term Transition Strategies be sent to adult service providers, such as Vocational Rehabilitation, Health and Welfare's Adult and Child Development Centers, residential training programs, local sheltered

workshops or other organizations who you may want to have immediate contact with your students.

The Sample Parent/Guardian Informational Letter On Short-Term Transition Strategies is your initial means of informing the parents/guardians of the upcoming events during the school year and reinforcing the importance of their role and responsibilities. Included with the letter should be adult agency brochures of those agencies that you or the parent may wish to meet with or receive service from immediately upon graduation. As mentioned earlier, such agencies may be Vocational Rehabilitation, Health and Welfare's Adult and Child Development Centers, residential training programs, local sheltered workshops or other such organizations.

The remaining forms, Questions To Ask Agency Representatives, Residential Program Questions, Idaho Residential Alternatives and Vocational Definitions, have been provided for both parental and school use. The questions and definitions may vary slightly, depending on state or local regulations but offer a basis for parents/guardians and students to obtain critical information which will be needed to make informed decisions.

All of the forms and activities are to be viewed as guidelines and may be altered as needed to meet the needs of the students, parents/guardians and school program.

SHORT-TERM TRANSITIONS
SEPTEMBER: Goal 1

GOAL 1. Develop a system which will facilitate the delivery of transitional services.

Objective 1. Develop and implement a monitoring system for planned transition.

Activity 1. Identify students who will graduate or leave school during the current academic school year and could benefit from transition services.

PERSON RESPONSIBLE: Transition Coordinator or his/her designee

DATE: September

Activity 2. For those students who will need transitional services start a file containing a Transitional Process Tracking form. This form contains headings to gather the following information (see example form in September file):

a. Name and address of student and parent/guardian.
b. Date of graduation.
* c. Date parental informational letter was sent (see Goal 2, Objective 1, Activity 1).
* d. Date of follow-up phone call (see Goal 2, Objective 1, Activity 3).
e. Date parental release form was received (Goal 2, Objective 1, Activity 1e).
f. Date Student School Summary Record Form & Vocational Training Experience Form and cover letter were sent (Goal 3, Objective 2, Activity 1).
* g. Date of follow-up phone call to adult agencies and parents prior to the transition planning meeting.
h. Transition meeting date and time.
i. Final I.E.P. date and time.
* j. Date the Follow-up Questionnaire was mailed (Goal 4, Objective 2, Activity 2).
* k. Date the Follow-up Questionnaire was returned (Goal 4, Objective 1, Activity 3).

The form will be filled out throughout the school year as meetings are scheduled and occur.

MATERIALS: List of all students needing transition services; Transitional Process Tracking form**

PERSON RESPONSIBLE: Transition Coordinator or his/her designee

DATE: September

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* These activities are optional.

**All materials marked with two asterisks (**) throughout this section may be found in Appendix A. All other materials can either be found in other STEP publications as indicated or should be created at your site.

SHORT-TERM TRANSITIONS
SEPTEMBER: Goal 1 (continued)

Activity 3. Mail a copy of the Short-Term Transitions Strategies and a letter containing the following to Vocational Rehabilitation, Health and Welfare's Adult Services, and the local agencies which provide residential and vocational training for persons with handicaps.

a. The number of students graduating this academic year
b. The nature and extent of handicapping conditions
c. Graduation dates of the students
d. Notice that their services may be needed
e. Request for their attendance at the transition planning meeting

MATERIALS: Transitional Process Tracking form**; Short-Term Transitions Strategies; Cover letter to adult agencies**; Adult services manual listing all adult service agencies in your community or brochures of local adult agencies

PERSON RESPONSIBLE: Transition Coordinator or his/her designee

DATE: September

Activity 4. Prepare a student/parent master mailing label list for use throughout the year which contains the following:

a. Parent/guardian & student's name
b. address
c. city
d. zip

MATERIALS: Current address & phone number of parent/guardian & student

PERSON RESPONSIBLE: Transition Coordinator or his/her designee

DATE: September

SHORT-TERM TRANSITIONS
SEPTEMBER: Goal 2

GOAL 2. Share information with parent/guardian and students on adult services and the transition process.

Objective 1. Provide the parent/guardian and student with information on the transition process and the opportunity to comment.

Activity 1. Compose and send an informational letter to parent/guardian and student which outlines the following:

a. Rationale for transition.
b. Explanation of transition process.
c. Role and responsibility of the parent/guardian and student.
d. A list of the primary adult service providers, specific agency brochures, a contact person, phone number, and address.
e. A specific request that the parent/guardian and student review and discuss information about the adult agencies provided, make personal contact with the primary adult service agencies, initiate the application process and sign a release of information form.
f. A list of potential questions to be asked of adult agencies.
g. A list of Idaho residential alternatives and definitions.
h. A list of commonly used vocational terms and definitions.
i. Schedule a transition planning meeting.

MATERIALS: Sample parent/guardian information letter on short-term transition strategies**; Adult agency brochures; Lists of questions & definitions**; Adult services manual

PERSON RESPONSIBILE: Transition Coordinator or his/her designee

DATE: September

Activity 2. Record the date the informational letter was sent on the Transitional Process Tracking form

MATERIALS: Transitional Process Tracking form**

PERSON RESPONSIBLE: Transitional Coordinator or his/her designee

DATE: September

* Activity 3. Contact each parent/guardian by phone who was sent an informational letter and inquire about the following:

a. Did they receive the letter?
b. Do they have any questions, need further explanation, or would they like a private meeting?
c. Confirm the transition planning meeting date and time.

MATERIALS: Transitional Process Tracking form**

PERSON RESPONSIBLE: Transition Coordinator or his/her designee

DATE: September

* Activity 4. Record date of phone contact on the Transitional Process Tracking form.

MATERIALS: Transitional Process Tracking form**

PERSON RESPONSIBLE: Transition Coordinator or his/her designee

DATE: September

Activity 5. As the Parental Release forms are received record the date on the Transitional Process Tracking form.

MATERIALS: Transitional Process Tracking form**

PERSON RESPONSIBLE: Transition Coordinator or his/her designee

DATE: Ongoing

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* These activities are optional.

SHORT-TERM TRANSITIONS
OCTOBER, Goal 3, Objective 1

The month of October should be used as a time for school personnel to meet as an informal group and begin the discussion of what you as teachers would like to see the student do after graduation, and then what types of resources are needed to accomplish those goals. Reviewing the transition areas listed on the Transition Plan will help stimulate this discussion and begin the process of identifying and planning for the needed services. It is not until January that a formal meeting will be held to officially complete the Transition Plan. As new information is obtained by both the student, parent/guardian and school personnel, the types of services needed may vary or will need to be reconsidered.

The Student School Record Summary form and Vocational Training Experience Summary form should be used to compile and conveniently locate important diagnostic and anecdotal information which will be shared with adult service agencies. The information contained on these two forms will generally provide all of the information required by most adult service agencies.

GOAL 3. Develop and implement an individualized transition strategy.

Objective 1. Conduct an informal pretransition planning meeting.

Activity 1. As a team:

a. Initiate the Student Transition Plan**, Student School Summary Record form**, and Vocational Training Experience Summary form**.

b. Review adult services options for each student and identify agencies that could provide the appropriate services.

MATERIALS: See sample forms, Appendix A, as indicated above.

PERSON RESPONSIBLE: Transition Coordinator or his/her designee

DATE: October

SHORT-TERM TRANSITION
NOVEMBER, Goal 3, Objective 2

Based on prior identification and contact with selected adult service agencies (September & November activities), the Student School Record Summary form and Vocational Training Experience Summary form should be mailed with a cover letter. By mailing this information, the selected adult service agencies will have adequate time to review it, determine if the student will be eligible for services, and begin planning for their needs. The release of this information is predicated on the obtainment of the signed parental release form.

SHORT-TERM TRANSITIONS
NOVEMBER: Goal 3, Objective 2

Objective 2. Inform the adult service agencies of specific student referrals.

Activity 1. For those students whose parents signed a release of information form either for the adult agency or the school, send the Student School Record Summary and Vocational Training Experience forms and a cover to the appropriate adult agencies.

MATERIALS: Transitional Process Tracking form**; Sample cover letter for Student School Record Summary form and Vocational Training Experience Summary form**; Student School Record Summary form**; Vocational Training Experience Summary form**; Name and addresses of contact persons at the selected adult agencies

DATE: November

SHORT-TERM TRANSITIONS
DECEMBER

No new activities are scheduled this month. This month could be used to prepare and plan for the upcoming activities.

SHORT-TERM TRANSITIONS
JANUARY, Goal 3, Objective 3

Activities for the month of January provide you with the opportunity to have all of the key persons involved with the transition process together at one time, review the transition progress made to date, and determine what is needed for the few remaining months of school. Prior to this time you should have (1) met informally with the other school personnel, (2) provided the student, parent/guardian with adult service information, and (3) informed the adult service agencies of the student's needs. The final product should be the completion of the Transition Plan and a clear understanding of what additional information is required by the adult agencies along with how it will be obtained and who will obtain it.

SHORT-TERM TRANSITIONS
JANUARY: Goal 3, Objective 3

Objective 3. Hold a formal transition planning meeting with the student, parent/guardian, teacher, and adult agency representative.

Activity 1. Prior to the meeting call the adult agency representative, parent/guardian, student and school personnel and confirm their attendance at the meeting.

MATERIALS: Adult agency contact person's name, phone number; Transitional Process Tracking form**

PERSON RESPONSIBLE: Transition Coordinator or his/her designee

DATE: January

Activity 2. Complete the Transition Plan and the following additional information as needed during the transition meeting:

a. Delineate additional information that needs to be acquired and who will acquired it, i.e. financial, diagnostic, academic, and record the information on the form.
b. Have the parent/guardian arrange times to tour and interview with the selected adult agencies.
c. Complete or sign any required forms or applications necessary at this time.

MATERIALS: Transitional Process Tracking form**; Student's I.E.P.; Transition Plan**

PERSON RESPONSIBLE: Parent, Adult Agency Representative, Transition Coordinator or his/her designee

DATE: January

SHORT-TERM TRANSITIONS
FEBRUARY TO MAY, Goal 3, Objective 4

During February the focus of the activities is to monitor the implementation of the scheduled events and to act as a facilitator. As pointed out in September, Goal 2, Objective 1, the role and responsibility of the parent/guardian and student is critical for the success of the transition. Both the parent/guardian and student will need to have someone they can call to discuss the progress being made, what decisions will need to be made, and what other options they may need to consider. As a facilitator you should be available and prepared for such a dialogue.

SHORT-TERM TRANSITIONS
FEBRUARY TO MAY: Goal 3, Objective 4

Objective 4. Monitor implementation of the Transition Plan.

Activity 1. Schedule phone calls, letters, and meetings based on the timelines in the Transition Plan and on an as-needed basis.

MATERIALS: Transition Plan**; Student's I.E.P.; Transitional Process Tracking form**

PERSON RESPONSIBLE: Transition Coordinator or his/her designee and parent/guardian or student

DATE: Ongoing February through May

SHORT-TERM TRANSITIONS
MARCH, Goal 4, Objective 1, Activity 1 & 2

One of the key elements to any program is the method by which you are able to evaluate the impact of your efforts. In the month of March you will send out a Follow-up Questionnaire with which to collect data on your students who graduated or left school one year ago. The questionnaire is comprehensive and will provide invaluable information on not only the impact of your transition efforts but also vocational, residential, recreation/leisure, and community integration information. To successfully use the questionnaire it will be necessary for you to conduct a follow-up phone call to the parent/guardian and student, review the form with them, and possibly complete it over the phone or in person. You should also be monitoring the progress of the transition activities and facilitating any meetings or needs of the current parents/guardians or students.

SHORT-TERM TRANSITIONS
MARCH: Goal 4, Objective 1, Activity 1 & 2

GOAL 4. Evaluate the success of the transition. (To be completed after the first year of transition planning.)

Objective 1. Gather data on the previous year's graduates.

Activity 1. Identify previous year's students who received transitional services.

MATERIALS: Transitional Process Tracking form**

PERSON RESPONSIBLE: Transition Coordinator or his/her designee

DATE: March, one year after graduation

Activity 2. Mail out the Follow-up Survey to the previous year's students and record the date mailed on the Transitional Process Tracking form.

MATERIALS: Follow-up Questionnaires**; Transitional Process Tracking form**

PERSON RESPONSIBLE: Transitional Coordinator or his/her designee

DATE: March, one year after graduation

SHORT-TERM TRANSITIONS
APRIL TO MAY, Goal 4, Objective 1, Activity 3 and Goal 4, Objective 2

During the months of April and May you should be receiving the completed Follow-up Questionnaires. To help use the data gathered, you will need to develop a data summary sheet which will contain the total of all the responses to the questions. Given your specific needs as a teacher, school or district, the method in which the data is summarized will vary. You should feel free to devise your own summary sheets.

Activity 3. As the surveys are returned, record the date on the Transitional Process Tracking form.

MATERIALS: Returned Follow-up Questionnaires; Transitional Process Tracking form**

PERSON RESPONSIBLE: Transition Coordinator or his/her designee

DATE: April and ongoing

Objective 2. Summarize the questionnaire data.

Activity 1. Review and organize data on the Questionnaire summary sheet.

MATERIALS: Completed Follow-up Questionnaires; Data summary sheet

PERSON RESPONSIBLE: Transition Coordinator or his/her designee

DATE: April and ongoing

SHORT-TERM TRANSITIONS
MAY

There are no new activities for May. The primary focus is to follow-up on the Transition Plan and ensure that the final details are in place.

LONG-TERM TRANSITIONS

INTRODUCTION TO THE USE OF
LONG-TERM TRANSITION STRATEGIES

As discussed earlier in this manual, the critical issue of transition is from what to what. The final outcome of Long-Term Transition Strategies is a system which consists of a reliable means of communication and planning with the parent, student, and post-high school service providers to determine what to teach, when to teach it, and how it should be taught.

The Long-Term Transition Strategies provided here are divided into two groups: (1) Long-Term Transition Strategies overview of goals and objectives, and (2) In-depth Long-Term Transition Strategies goals, objectives, activities, timelines and products. It is suggested that you review the Long-Term Transition Strategies Overview prior to the other section to familiarize yourself with the intent of the strategies. This section very briefly outlines the goals and delineates the primary objectives by age group.

The In-depth Long-Term Transition Strategies section provides a list of activities and needed materials for implementing a comprehensive transition planning system. The activities have been arranged in chronological order and identify the person responsible for the activity, the materials needed and a suggested implementation date. The forms for Long-Term Transition Strategies are in Appendix B. Contingent on your relationship with adult service providers and your student's ages and prior vocational training, you can implement Long-Term Transition Strategies as presented, or you may adapt them to meet your needs.

AN OVERVIEW OF THE LONG-TERM TRANSITION STRATEGIES GOALS AND OBJECTIVES

Goal 1. Develop a management system which will facilitate the delivery of transitional services.

Objective 1. Identify or hire school personnel to be involved in transition activities.

Goal 2. Gather information for graduating students (18-21) on all options that may be available to them.

Objective 1. Collect information on adult agencies serving the community region, including eligibility criteria, services they provide, application procedures, and age at which the person should apply for services.

Objective 2. Organize the information obtained.

Goal 3. Develop a long-term transition plan and procedures for implementation for students ages 14-21.

ACTIVITIES FOR STUDENTS AGES 14-15

Objective 1. Assess the student's transition needs.

ACTIVITIES FOR STUDENTS AGES 15-16

Objective 1. Initiate community- and school-based training strategies.

ACTIVITIES FOR STUDENTS AGES 16-17

Objective 1. Provide school- and community-based training.

ACTIVITIES FOR STUDENTS AGES 17-18

Objective 1. Implement Job Preparation Training.

ACTIVITIES FOR STUDENTS AGES 18-21

Objective 1. Complete the transition process.

LONG-TERM TRANSITION STRATEGIES

A TEACHER'S GUIDE AND LISTING OF LONG-TERM TRANSITION STRATEGIES
GOALS, OBJECTIVES, ACTIVITIES, MATERIALS, PERSON(S) RESPONSIBLE, AND DATES

GOAL 1. Develop a management system which will facilitate the delivery of transitional services.

Objective 1. Identify or hire school personnel to be involved in transition activities.

Activity 1. Designate a person to be the transition coordinator for the school district, elementary level, junior high and secondary level.

MATERIALS: List of teachers and classroom assignments

PERSON RESPONSIBLE: School Administrator

DATE: First month of program development

Activity 2. Develop an organizational chart listing the transition coordinator's name and phone number in each school and distribute to school personnel.

MATERIALS: Names and phone numbers of transition coordinators listed by school

PERSON RESPONSIBLE: School Administrator or his/her designee

DATE: First month of program development

GOAL 2. Gather information for graduating students (18-21) on all options that may be available to them.

Objective 1. Collect information on adult agencies serving the community region, including eligibility criteria, services they provide, application procedures, and age at which the person should apply for services.

Activity 1. Request brochures and samples of application forms and procedures from federal, state, county and private adult agencies serving the community and region.

MATERIALS: Names and addresses of federal, state, county and private agencies that serve the region and community; STEP Making Transitions Work Manual; STEP sample cover letter requesting brochures and information*

PERSON RESPONSIBLE: Transition Coordinator or his/her designee

DATE: Second month of program development

Activity 2. Develop and mail an Adult Agency Survey form to local and regional agencies. The survey should request at a minimum the following information:

a. Type and description of services provided
b. Geographic region served
c. Eligibility criteria
d. Application procedures
e. What information do you need to have with you when you apply
f. How are services monitored
g. Cost of services

Prior to sending the survey, an initial phone call to the adult agencies explaining your purpose will facilitate the process.

MATERIALS: Name, address, phone numbers and contact person of federal, state, county and private agencies serving the region and community; STEP sample Adult Agency Survey form*

PERSON RESPONSIBLE: Transition Coordinator or his/her designee

DATE: Second month of program development

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* All materials marked with an asterisk throughout this section can be found in Appendix A. All other materials can either be found in other STEP products as indicated or must be created at your site.

Activity 3. Present your transition strategies goals and objectives to adult agencies and explain the school's role in the transition process and request the agency's involvement.

MATERIALS: Brief handout describing transition program; Audio-visual materials on transition program

PERSON RESPONSIBLE: Transition Coordinator or his/her designee

DATE: Third month of program development

Objective 2. Organize the information obtained.

Activity 1. Using the information obtained from the Adult Agency Survey forms, organize an adult services manual which contains the following:

a. Adult agencies listed by the type of services provided.
b. The agency's name, address, and phone.
c. The type of services provided and a brief description.
d. Eligibility criteria.
e. Geographic area served.
f. Cost of services.
g. Application procedures.
h. Information needed at the time of application.

MATERIALS: Returned Adult Agency Survey forms. See the STEP Making Transitions Work Manual for example.

PERSON RESPONSIBLE: Transition Coordinator or his/her designee

DATE: Third month of program development

Activity 2. Compile a folder containing brochures, contact names, phone numbers, and other information on adult agencies for parents and students to review.

MATERIALS: Adult agency brochures; Adult agency staff's business cards

PERSON RESPONSIBLE: Transition Coordinator or his/her designee

DATE: Third month of program development

Activity 3. If in Idaho, obtain a copy of the STEP Making Transitions Work Manual on a 5 1/2-inch floppy computer disk formatted for use with Appleworks and edit to reflect addresses and phone numbers of local, federal, state, county and any additional private agencies. Update as needed.

MATERIALS: A Copy of STEP Making Transitions Work Manual on a 5 1/2-inch floppy computer disc; AppleWorks Program; Apple IIe or IIc computer

PERSON RESPONSIBLE: Transition Coordinator or his/her designee

DATE: Third month of program development

Activity 4. Invite each agency representative to give a short presentation for school personnel and video tape it for future use by parents, students and school personnel. Ensure that the presentation covers the following:

a. Types of services provided and a description.
b. Eligibility requirements.
c. Costs of services.
d. Application procedures.
e. Need for a parent/guardian to sign a Release of School Records form.

MATERIALS: STEP sample invitation letter for class presentation*; Names, addresses, phone numbers and contact persons of adult agencies; Outline of specific topic areas to be covered in the presentation; Appropriate sound and video tape equipment

PERSON RESPONSIBLE: Transition Coordinator or his/her designee

DATE: Third month of program development

GOAL 3. Develop a long-term transition plan and procedures for implementation for students ages 14-18.

ACTIVITIES FOR STUDENTS AGES 14-15

Objective 1. Assess the student's transition needs.

Activity 1. Obtain list of all students in Special Education.

MATERIALS: School enrollment lists

PERSON RESPONSIBLE: Transition Coordinator or his/her designee

DATE: September, first/second year of junior high school

Activity 2. Schedule a meeting with parents/guardians and students and appropriate school personnel to discuss the following:

a. Vocational options at the high school, including:

1. community-based work,
2. work experience opportunities,
3. industrial and vocational education classes,
4. school-based classes, and
5. job-related academic skills.

b. The importance of social skills in obtaining and maintaining a job.

c. The importance of cooking, shopping, budgeting, hygiene, home maintenance, in a successful transition program.

d. The need for parents and students to complete a Parent and Student Interview form which will help to plan high school curriculum.

e. Beginning the application procedures for adult services such as:

1. Requesting a personal interview.
2. Requesting tours of the facilities, if appropriate.
3. Requesting names of parents and students who have used the services in the past.

f. If the family needs financial assistance, recommend that they apply for social security benefits.

MATERIALS: Adult agency brochures; List of available classes and curricula available at the high school; STEP Parent and Student Interview forms*; Samples of curricula to be used

PERSON RESPONSIBLE: Transition Coordinator or his/her designee

DATE: October, first/second year of junior high school

Activity 3. Obtain a Life Skills Assessment on each student.

MATERIALS: Life Skills Assessment forms. See the STEP Career Exploration Manual for examples.

PERSON RESPONSIBLE: Student's teacher, hand out; student and/or parents fill out the form.

DATE: November, first/second year of junior high school

Activity 4. Review the information from the Life Skills Assessment with students and parents/guardians and set priorities for students including where the skills will be taught (home, school) and who will teach them.

MATERIALS: Life Skills Assessment results

PERSON RESPONSIBLE: Student's teacher, parents/guardians, and/or student

DATE: October, first/second year of junior high school

Activity 5. Provide adult agency brochures and/or the Adult Services Manual to parents/guardians and students and request that they identify areas of interest to them and help them determine what skills are needed to obtain services, and specifically residential services.

MATERIALS: Adult agency brochures; Adult services manual

PERSON RESPONSIBLE: Transition Coordinator or his/her designee

DATE: October, first/second year of junior high school

Activity 6. Develop a Long-Term Transition Plan which identifies curriculum content and sequence which will result in the student working, living, recreating and interacting with his or her community.

MATERIALS: Life Skills Assessment results; The STEP Career Exploration Manual; List of available curricula in high school and prerequisites; Adult agency information; Idaho Individual Transition Plan*

PERSON RESPONSIBLE: Student's teacher, parent/guardian, student and other appropriate school personnel

DATE: October, first/second year of junior high school

Activity 7. Organize individual files with all of the information collected (this could be attached to the IEP). This information could include student interviews, parents' interviews, Life Skills Assessment, student inventory, student self inventory, vocational summary, and any other information available.

MATERIALS: Career exploration information; Life Skills Assessment results; Student/parent interview forms*; STEP Vocational Training Experience Summary Sheet*

PERSON RESPONSIBLE: Student's teacher or his/her designee

DATE: November-June during the first/second year of junior high

ACTIVITIES FOR STUDENTS AGES 15-16

Objective 1. Initiate community- and school-based training strategies.

Activity 1. Update the list of students in special education and note drop outs, those moved, those continued and new students.

MATERIALS: Student enrollment forms

PERSON RESPONSIBLE: Transition Coordinator or his/her designee

DATE: September, first/second year of high school

Activity 2. For new students perform activities listed for students ages 14-15, if needed.

MATERIALS: See activities and materials listed for students ages 14-15.

PERSON RESPONSIBLE: Student's teacher or his/her designee

DATE: Ongoing

Activity 3. For continuing students review Long-Term Transition Plan at the IEP conference and make changes and additions as necessary.

MATERIALS: Idaho Individual Transition Plan*

PERSON RESPONSIBLE: Parents/Guardians, student, school personnel

DATE: Fall IEP conference

Activity 4. Implement Work Experience goals and objectives as presented in the STEP Field Manual.

MATERIALS: Work experience goals and objectives; STEP Work Experience Manual

PERSON RESPONSIBLE: Student's teacher or his/her designee

DATE: First/second year of high school

Activity 5. Implement Social Skills goals and objectives as presented in the STEP Field Manual.

MATERIALS: Social skills goals and objectives; STEP Social Skills Manual

PERSON RESPONSIBILTY: Student's teacher or his/her designee

DATE: First/second year of high school

Activity 6. Provide brochures on adult agencies and post-secondary options (or an adult services manual) and encourage parents/guardians and students to contact the adult agencies about their needs in the future.

MATERIALS: Adult agency brochures; Adult services manual

PERSON RESPONSIBLE: Transition Coordinator or his/her designee

DATE: First/second year of high school

Activity 7. Summarize the information from Career Exploration and/or Work Experience and record on the Vocational Training Experience Summary form.

MATERIALS: STEP Vocational Training Experience Summary form*; Career exploration and work experience data

PERSON RESPONSIBLE: Student's teacher

DATE: First/second year of high school

Activity 8. Send a letter to parents/guardians and students who have dropped out listing adult services available in the community, including reenrollment in school.

MATERIALS: Names and addresses of students who have dropped out of school; Adult agency's brochures; Adult services manual

PERSON RESPONSIBLE: Transition Coordinator or his/her designee

DATE: Ongoing

ACTIVITIES FOR STUDENTS AGES 16-17

Objective 1. Provide school- and community-based training.

Activity 1. Update the list of students in special education and note drop outs, those moved, those continued and new students.

MATERIALS: School enrollment records

PERSON RESPONSIBLE: Transition Coordinator or his/her designee

DATE: September of the second/third year of high school

Activity 2. Summarize home, community work experience and vocational training on the Vocational Training Experience form. Update as needed.

MATERIALS: STEP Vocational Training Experience Summary form*

PERSON RESPONSIBLE: Student's teacher or his/her designee

DATE: September and May of the second/third year of high school

Activity 3. For new students perform activities listed for students ages 14-15 & 15-16 as needed.

MATERIALS: Long-term goals and objectives for students ages 14, 15, and 16

PERSON RESPONSIBLE: Transition Coordinator or his/her designee

DATE: October

Activity 4. Make available adult agency brochures and an Adult Services Manual to parents who need them.

MATERIALS: Adult agency brochures; Adult services manual

PERSON RESPONSIBLE: Transition Coordinator or his/her designee

Date: Ongoing

Activity 5. Encourage parents/guardians and students to specifically obtain information about residential options and tour appropriate alternative living facilities, such as intermediate care facilities (ICF-MR), shelter homes, specialized shelter homes, transitional living apartments, and foster homes.

MATERIALS: List and description of residential alternatives; Names, addresses, phone numbers and contact persons of residential alternatives.

PERSON RESPONSIBLE: Transition Coordinator and student's teacher

DATE: At the fall IEP conference during the second/third year of high school

Activity 6. For continuing students review Long-Term Transition Plan at the IEP and make changes as necessary.

MATERIALS: Idaho Individual Transition Plan*

PERSON RESPONSIBLE: Transition Coordinator or his/her designee

DATE: Fall IEP conferences during second/third year of high school

Activity 7. Implement Career Focus goals and objectives as presented in the STEP Field Manual.

MATERIALS: Career focus goals and objectives; STEP Career Focus Manual

PERSON RESPONSIBLE: Student's teacher or his/her designee

DATE: Second/third year of high school

Activity 8. Assess social skills for the individual student's transition needs and implement (after reviewing results with parents/students) intervention as appropriate.

MATERIALS: Social skills goals and objectives; STEP Social Skills Manual

PERSON RESPONSIBLE: Student's teacher or his/her designee; parents and students fill out assessment form.

DATE: October second/third year of high school for assessment. Intervention as needed during the school year.

Activity 9. Send parents/guardians and students who have dropped out a list of adult agencies available in the community including reenrollment in school.

MATERIALS: Adult agency brochures; Names, addresses of students

PERSON RESPONSIBLE: Transition Coordinator or his/her designee

DATE: Ongoing

Activity 10. Organize an Adult Services Fair for students, parents, school personnel and adult agency staff to exchange information on post-high school options.

MATERIALS: STEP sample letters/announcements/ forms for setting up an adult services fair*

PERSON RESPONSIBLE: Transition Coordinator, adult agency staff, parents and student

DATE: Fall of each year

Activity 11. Invite each adult agency representative to give a short presentation in class of the services they offer, the application procedures, and eligibility criteria.

MATERIALS: Names, addressess, and contact persons at adult agencies; STEP sample invitation letter for class presentation*

PERSON RESPONSIBLE: Transition Coordinator or his/her designee

DATE: Spring of each school year

Activity 12. Request appropriate adult agency representatives to attend transition planning meetings and IEP conferences.

MATERIALS: STEP sample cover letter with short-term transition strategies*

PERSON RESPONSIBLE: Transition Coordinator or his/her designee

DATE: Spring IEP

Activity 13. Make the necessary arrangements and take individual and small group tours of adult agency programs and facilities which serve the region and local community.

MATERIALS: Names, addresses, and contact persons at adult agencies; STEP sample contact letter requesting tours*

PERSON RESPONSIBLE: Student's teacher or Transition Coordinator or his/her designee

DATE: Spring of second, third and fourth years of high school

ACTIVITIES FOR STUDENTS AGES 17-18

Objective 1. Implement Job Preparation Training.

Activity 1. Update the list of students in Special Education and note drop outs, those moved, those continued and new students.

MATERIALS: Student enrollment records

PERSON RESPONSIBLE: Transition Coordinator or his/her designee

DATE: September of the third/fourth year in high school

Activity 2. For new students perform activities as needed from the list developed for students ages 14-17.

MATERIALS: Activities for ages 14-17

PERSON RESPONSIBLE: Transition Coordinator or his/her designee

DATE: Ongoing

Activity 3. Discuss with parents the different types of guardianship available and how they would apply to the residential, vocational and financial options being considered.

MATERIALS: Description of types of guardianships

PERSON RESPONSIBLE: Student's teacher and parents/guardians

DATE: Fall IEP meeting in the third or fourth year of high school.

Activity 4. Discuss with parent/guardian and student the adult agencies available in the community and encourage them to apply.

MATERIALS: Adult agency brochures; Adult services manual

PERSON RESPONSIBLE: Student' teacher and Transition Coordinator

DATE: Fall IEP of third/fourth year in high school

Activity 5. Make available brochures on adult agencies and post-secondary options to parents who need them.

MATERIALS: Adult agency brochures; Adult services manual

PERSON RESPONSIBLE: Transition Coordinator or his/her designee

DATE: Fall of third and fourth year of high school

Activity 6. Request appropriate adult agencies representatives to participate in transition planning meetings and IEP conference.

MATERIALS: Names, addresses, and contact person of adult agencies; STEP sample cover letter with short-term transition strategies*

PERSON RESPONSIBLE: Transition Coordinator or his/her designee

DATE: Fall of first year of high school.

Activity 7. For continuing students scheduled to graduate at age 21, review the Long-Term Transition Plan at the IEP conferences and make changes as necessary.

MATERIALS: Idaho IndividualTransition Plan*

PERSON RESPONSIBLE: Transition Coordinator or his/her designee

DATE: Fall of third/fourth years of high school

Activity 8. For students graduating at age 18 complete a Transition Plan form at the fall IEP conference.

MATERIALS: Idaho Individual Transition Plan*

PERSON RESPONSIBLE: Transition Coordinator or his/her designee

DATE: Fall of last year of high school

Activity 9. Implement Job Preparation goals and objectives as presented in the STEP Field Manual.

MATERIALS: Job preparation goals and objectives; STEP Job Preparation Manual

PERSON RESPONSIBLE: Student's teacher, student, Transition Coordinator or his/her designee

DATE: Fall of third/fourth year of high school

Activity 10. Continue Social Skills assessment and curriculum as appropriate for the students transition needs.

MATERIALS: Social skills curriculum; STEP Social Skills Manual

PERSON RESPONSIBLE: Student's teacher or his/her designee

DATE: Ongoing

Activity 11. Have the parents/guardians and student sign a Release of Information form which allows the student's school records to be released to the designated adult agencies.

MATERIALS: Agency release of information form

PERSON RESPONSIBLE: Student's teacher or his/her designee

DATE: Fall of third/fourth year of high school

Activity 12. Encourage parents/guardians and students to apply for and visit adult service agencies.

MATERIALS: Names, addresses, and contact persons of adult agencies; Adult agency brochures; STEP sample list of questions to be asked (agency representatives and residential program questions)*

PERSON RESPONSIBLE: Transition Coordinator and the student's teacher

DATE: Fall of third/fourth year of high school

Activity 13. Inform the parents/guardians and students that a follow-up questionnaire will be sent one year after they graduate.

MATERIALS: Follow-up questionnaire

PERSON RESPONSIBLE: Student's teacher

DATE: Last IEP conference

Activity 14. Send follow-up questionnaire to previous year's graduates.

MATERIALS: Follow-up questionnaire

PERSON RESPONSIBLE: Transition Coordinator or his/her designee

DATE: Spring, one year after the student has graduated

Activity 15. Summarize follow-up questionnaire data.

MATERIALS: Returned follow-up questionnaires; Data summary sheets

PERSON RESPONSIBLE: Transition Coordinator or his/her designee

DATE: Ongoing

ACTIVITIES FOR STUDENTS AGES 18-21

Objective 1. Complete the transition process.

Activity 1. Update the list of students in special education and note drop outs, those moved, those continued and new students.

MATERIALS: Student enrollment records

PERSON RESPONSIBLE: Transition Coordinator or his/her designee

DATE: Fall of each subsequent year

Activity 2. For new students perform activities as needed from the list developed for students 17-18.

MATERIALS: Activities for students ages 17-18

PERSON RESPONSIBLE: Student's teacher or his/her designee

DATE: Ongoing

Activity 3. Review and discuss with parents/guardians and student the adult agencies they have requested services of and the status of the services. Adjust and change as necessary.

MATERIALS: Names of adult agencies that the parents/guardians and students have applied to for services

PERSON RESPONSIBLE: Parents/guardians, student, teacher, and Transition Coordinator

DATE: Fall of final year in school

Activity 4. Continue Job Preparation goals and objectives as per Activity 8, students ages 17-18.

MATERIALS: Activities for students ages 17-18

PERSON RESPONSIBLE: Student's teacher or his/her designee

DATE: Ongoing

Activity 5. Complete a Transition Plan at the fall IEP conference.

MATERIALS: Transition Plan form

PERSON RESPONSIBLE: Parents/guardians, student, school personnel, and adult agency representatives

DATE: Fall of last year of high school

Activity 6. Provide Social Skills assessment and instruction as needed for transition.

MATERIALS: Social skills goals and objectives; STEP Social Skills Manual

PERSON RESPONSIBLE: Student's teacher or his/her designee

DATE: Ongoing

Activity 7. Have the parent/guardian and student sign a Release of Information form which will allow the school to release the student's records to the designated adult agencies.

MATERIALS: Parent/student release of information form

PERSON RESPONSIBLE: Student's teacher or his/her designee

DATE: Fall of last year of high school

Activity 8. At the final IEP conference, inform students and/or parents about the follow-Up questionnaire that will be sent.

MATERIALS: Follow-up questionnaire

PERSON RESPONSIBLE: Transition Coordinator or his/her designee

DATE: Last IEP conference

Activity 9. Send follow-up questionnaire to previous year's graduates.

MATERIALS: Names and addresses of students who graduated; Follow-up questionnaires

PERSON RESPONSIBLE: Transition Coordinator or his/her designee

DATE: Spring, one year after graduation

Activity 10. Summarize follow-up questionnaire data.

MATERIALS: Returned follow-up questionnaires; Data summary sheet

PERSON RESPONSIBLE: Transition Coordinator or his/her designee

DATE: Ongoing

APPENDIX A

Short-Term Transitions
Sample Forms and Products

TRANSISTION PROCESS TRACKING FORM

STEP University of Idaho

Student's Name, Address, Phone Parent's Name, Address, Phone	Date of Graduation	Date Parental Informational Letter Was Mailed	Date of Follow-up Phone Call	Date Parental Release Form Was Received	Date SSRS & VTE Forms & Cover Letter Was Mailed *	Date of Follow-up Phone Calls to Adult Agencies For Transition Meeting	Transition Planning Meeting Date	Final IEP Date	Date Follow-up Questionnaire was Mailed & Received

* Student School Record Summary Form (SSRS)
Vocational Training Experience Form (VTE)

Short-Term Goal 1, Obj. 1, Acts. 1,2,3; Goal 2, Obj. 1, Acts. 2,3,4,5; Goal 3, Obj. 2, Act. 1; Goal 3, Obj. 3, Acts. 1,2; Goal 3, Obj. 4, Act. 1; Goal 4, Obj. 1, Acts. 1,2,3

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SAMPLE COVER LETTER WITH SHORT-TERM TRANSITION STRATEGIES

Lori Shaw
Vocational Rehabilitation Specialist
609 Washington, Suite 201
Moscow, Idaho 83843

Dear Lori,

I would like to take this opportunity to share with you Moscow High School's Short-Term Transition Strategies and advise you of the students enrolled in special education who will be graduating this year.

In May, 23 students enrolled in special education courses will be graduating and could potentially benefit from the services that your agency offers. Ten of these students have been diagnosed as having mild learning disabilities, nine have a diagnosis of moderate mental retardation, and four are students with severe physical and mental handicaps.

To ensure that these students have needed services as they leave school, it is important that professionals such as yourself are familiar with the school's transition program and participate in planning the transition. In January a transition planning meeting will be held to discuss the possible transition strategies for each of this year's graduating students in special education. Your attendance and participation at the meeting is critical. Within the next month I will contact you as to a specific time and place. If you have any questions about the transition strategies and your involvement, please feel free to call me.

Your cooperation and support are greatly appreciated.

Sincerely,

Daniel M. Perino
Project Manager

enc.

Short-Term Goal 1, Obj. 1, Act. 3

SAMPLE PARENT/GUARDIAN INFORMATIONAL LETTER ON SHORT-TERM TRANSITION STRATEGIES

Dear Parent,

Graduation is a time for celebration as young people leave school to assume more responsibilities for their lives in the community. Graduation is also an occasion for concern about the future. Where will the new graduate live and work? How well will he/she cope with new responsibilities? During the last year of high school we can work together toward answering these important questions by looking at post-school options that are available to your son or daughter and the necessary transition planning that is needed to access these options.

As a parent, you play a very important role in the transition process. As the teacher, I will be able to provide you with the names, addresses, phone numbers and contact persons of a variety of agencies that may be able to assist you and your son/daughter, but it will be you who will have to make the final decisions about which services to seek and how you will utilize those services. One of the best methods to accomplish this will be for you and your son/daughter to visit and talk directly with each individual agency and ask them about your specific needs. Enclosed are several brochures on adult agencies which may be of immediate help to you and your son/daughter and a list of questions parents/guardians have found helpful to ask during visits.

During this upcoming school year you will be able to meet with representatives from appropriate adult agencies and begin planning for your son/daughter to leave school. Prior to this meeting I hope you can contact adult agencies, explain that your son/daughter is graduating this year, and apply for their services. Depending on the agency, an appointment may be necessary.

I will contact you within the next month and confirm the transition planning meeting time and place. If you have any questions please feel free to call me at 885-6159.

Thank for your cooperation and support.

Sincerely,

Daniel M. Perino
Project Manager

Short-Term Goal 2, Obj. 1, Act. 1

QUESTIONS TO ASK AGENCY REPRESENTATIVES

1. How can your agency help us?
2. What do we need to do to receive services?
3. When and where should we apply?
4. How much is it going to cost?
5. How old must my son/daughter be before we apply for services?
6. Who decides what services/programs my son/daughter will receive?
7. How will I be informed of my son's/daughter's progress?
8. Can you find him/her a job?
9. If my son/daughter is working, can you supervise him/her and make sure he/she is doing well?
10. Will you provide transportation for my son/daughter between his/her home and the work place?
11. If my son/daughter works in a paying job will he/she still be eligible to receive the services you provide?
12. Will I need to pay for materials needed to train my son/daughter in a job?
13. If you need tests and medical exams, will I have to pay for them?
14. Can you help us financially? If so, how much?
15. What will I need to do to get the money?
16. What papers and information do you need for determining my son's/daughter's eligibility for your program?
17. Who is responsible for obtaining the information?

Short-Term Goal 2, Obj. 1, Act. 1

RESIDENTIAL PROGRAM QUESTIONS

1. How many people live here?
2. What is the maximum length of stay?
3. Is there a waiting list?
4. How long is the waiting list?
5. What are the entry requirements?
6. What is the monthly cost for services?
7. Do you accept Medicare or Medicaid payments?
8. Is there a cost to the resident?
9. What is the staff/resident ratio per shift?
10. What specific living arrangements are provided?
11. What services are provided other than room and board?
12. What other support services are provided?
13. What community-based leisure activities are available?
14. How often are these leisure activities used?
15. What in-house leisure activities are available?
16. How often are in-house leisure activities used?
17. What community resources are available in the immediate neighborhood?
18. Describe the other residents in the program.
19. What assurances are there to guarantee residents' rights?
20. What is the policy for home visits?
21. How can parents/guardians give input on the resident's individual program?
22. Do you provide transportation for personal, social needs, to and from a job, or therapeutic appointments at no additional charge?
23. Can the resident actively search for or maintain employment?
24. Can the resident have full responsibility for his/her finanacial affairs?

Short-Term Goal 2, Obj. 1, Act. 1

IDAHO RESIDENTIAL ALTERNATIVES

ADULT FOSTER HOME: A foster home is a full-time living arrangement in which one or two residents live with a family. Care is provided principally by the foster parents and includes help in the daily routines of living, protection, security, and encouragement toward self-help and independence. Foster homes may be used for crisis and respite care, as well as for long-term placement.

INDEPENDENT LIVING: Independent living is an arrangemnet in which the individual lives in the residence of his/her choice (hotel, apartment, house, etc.). The individual may live alone or with roommates, but does not receive supervision from these roommates.

INTERMEDIATE CARE FACILITY FOR THE MENTALLY RETARDED (ICF-MR): A group home for individuals who require assistance in meeting daily living needs. The facility's focus is to provide training to residents in a wide variety of skills ranging from self-help to independent living. The ultimate goal of the group home is to develop those skills required for the person to live in a more independent living situation. ICF-MR residents require regular, but less than daily, medical and nursing care.

NATURAL FAMILY PLACEMENT: A living arrangement in which a disabled person lives with his/her own family, which might include the parents, relatives, or spouse and/or children.

ROOM AND BOARD FACILITIES: Room and board is a living arrangement in which a person purchases food, shelter and household maintenance from a facility not required to be licensed by the Department of Health and Welfare. These arrangements are suitable for residents who need little or no assistance or supervision in their affairs and activities. These facilities are not directly involved in training of residents.

SEMI-INDEPENDENT LIVING: A residential facility for individuals who are able to care for themselves and who have adequate community living skills. The focus of the program is to encourage self support abilities and to allow individuals to remain in the community in a family-style setting.

SHELTER HOME: Shelter homes are a type of group home for individuals who require very limited assistance in meeting daily living needs. The facility is not responsible for providing medical, dental, or daily programming for the residents. Residents generally require minimal supervision. Shelter homes are a less restrictive alternative to living in an institution or a nursing home. Some of these homes also serve geriatric and emotionally disturbed persons as well as the developmentally disabled.

SKILLED NURSING FACILITY (SNF): A health care facility providing in-patient care to individuals with unstable health problems requiring nursing care. Provides restorative and rehabilitative care and assistance in meeting daily living needs. Medical

supervision is provided on a regular, but not daily, basis. Placement of developmentally disabled persons in SNFs is unusual, unless the person is elderly.

SPECIALIZED SHELTER HOME: A Specialized Shelter Home is a group home for individuals who with a little training have the potential to live semi-independently. Staff at these group homes are responsible for training in daily living skills. Each Specialized Shelter Home serves only one population, either emotionally disturbed or developmentally disabled.

Short-Term Goal 2, Obj. 1, Act. 1

VOCATIONAL DEFINITIONS

ACTIVITIES OF DAILY LIVING: Activities necessary for an individual to function as independently as possible in his/her environment.

CARF CERTIFICATION: Commission of Accreditation of Rehabilitation Facilities is a private nonprofit national accrediting group which reviews rehabilitation facilities and ensures that they are meeting a predetermined group of minimum standards.

CAREER COUNSELING: An individual or group process of identifying a person's career interests by using a therapeutic counseling method.

CAREER EXPLORATION: The use of tests, simulated work, real work or actual work observation to better understand the requirements of certain jobs. This process can be applied to those jobs the individual is familiar with or jobs in which the individual has had no prior contact.

CHILD STUDY TEAM (CST), STUDENT STUDY TEAM (SST): A team consisting of the teacher, parent, student if appropriate, evaluative personnel, and other nonschool agencies if appropriate. The purpose of this team is to develop the student's Individualized Education Plan (I.E.P.)

COMMENSURATE WAGES: The wage being paid to nonhandicapped workers in competitive employment who are performing a similar type of work.

COMMUNITY-BASED TRAINING: Specific skill training that takes place in the community where the actual skill is required.

COMPETITIVE EMPLOYMENT: A paid job within the community in which the worker does not require ongoing support.

CONSERVATORSHIP: A legal term to indicate that another person, usually a parent, has been given legal rights to make the decisions regarding another person's financial affairs.

DEINSTITUTIONALIZATION: The removal of handicapped individuals from large state-operated hospitals or institutions to small community residential programs.

DEVELOPMENTALLY DISABLED: An individual who has a substantial functional limitation in any of the following categories: self care, receptive or expressive language, mobility, self direction, capacity for independent living, economic self sufficiency, or infant at risk, and that these limitations were evident before age 22.

DISABILITY: A functional limitation resulting from a physical or mental condition. A disability does not necessarily imply that there is also a handicap. It is not until the disability impedes

the person from achieving his or her maximum ability in a given area that it is then considered a handicap.

EXTENDED SHELTERED EMPLOYMENT (ESE): A long-term continuous supportive work environment, usually within a sheltered workshop for those individuals who have been judged as not having the necessary skills or behaviors to be employed competitively in the community.

FOLLOW-UP: Systematic or routine support services offered to the individual who has been placed in a job in the community.

FUNCTIONAL SKILLS: Those skills required for competent performance in a specified environment.

GUARDIANSHIP: A legal term which allows another person to have complete control over another person's financial and personal affairs.

HABILITATION: The process of developing and improving skills and abilities that were not previously functional.

INDEPENDENT LIVING SKILLS: Those skills necessary to function within the community without the assistance of others.

INDIVIDUALIZED EDUCATIONAL PLAN: A document prepared by the child study team that establishes the educational objectives that are to be achieved during the school year.

INDIVIDUALLY WRITTEN REHABILITATION PLAN (IWRP): A written agreement between the Vocational Rehabilitation Counselor and the person with the handicap outlining what services will be provided, who has the responsibility to provide the services, when the services will be provided, how the services will be provided, the costs of services and who will pay for the services.

JOB TRAINING PARTNERSHIP ACT (JTPA): A Federal program administered by the state which provides vocational evaluation, career exploration, on-the-job training, vocational skills development, and job placement.

LEISURE SKILLS: Those skills necessary to actively participate in both group and individual games, sports, or hobbies.

LIFE SKILLS: Training and participation of activities that allow individuals to increase their independence within the community.

MEDICAID: A state administered medical assistance program for those individuals who are 65 and older, blind, handicapped, eligible for Supplemental Security Income (SSI), or receiving Aid to Families with Dependent Children (AFDC).

MEDICARE: A federally administered medical assistance program for those individuals who are 65 and older, blind, or receiving Social Security Retirement.

NORMALIZATION: The instruction and participation in services and activities that are performed or used by nonhandicapped persons.

ON-THE-JOB TRAINING: Training the individual in the required skills areas while actually on the job as opposed to within a classroom or simulated work setting.

PIECE-RATE: Paying the worker based on a set price for each piece or section completed correctly.

PRE-VOCATIONAL TRAINING: The training of those skills considered prerequisites to employment: paying attention to task, promptness of reporting to work, coworker relationships, etc.

PRODUCTIVITY: The quantity and quality of an individual worker's output.

PROJECTS WITH INDUSTRY (PWI): The prearranged cooperative relationship with an industry or business that results in the training and placement of handicapped individuals into competitive employment.

REMUNERATIVE WORK: Actual contractual work in which the workers are paid for their production.

RESPITE CARE: Arrangement for temporary assistance within the home or temporary placement of the cared-for handicapped person in a licensed home for a limited amount of time.

SHELTERED WORK: Wage generating work made possible by ongoing support services.

SOCIAL SECURITY DISABILITY INCOME (SSDI): Income received by a person who has been successfully employed but who has become disabled, if the disabling condition will last longer than one year and will not allow the person to return to competitive employment.

SOCIAL SKILLS: Those skills necessary to appropriately engage in social interactions both in the community and on the job.

SUB-MINIMUM WAGE: An hourly wage or piece rate that is less than the federally approved minimum wage.

SUB-MINIMUM WAGE CERTIFICATE: A form requesting approval to pay a person less than the federal minimum wage. It is usually granted by the Federal Department of Labor, but may also be granted by the State.

SUPPLEMENTAL SECURITY INCOME (SSI): Income received by an individual who has a diagnosed physical or mental handicap that renders him or her totally disabled and unable to financially care for himself or herself.

TARGETED JOBS TAX CREDITS (TJTC): An actual income tax credit given to an employer who hires a handicapped individual. The amount of the credit depends on the employer's tax bracket and the amount of wages earned by the handicapped worker.

TRANSITION PLAN: A document which reflects input from the parent, student, teacher, child study team, and appropriate adult service providers which outlines the methods to be used to prepare the special education student for post high school life.

UNEMPLOYMENT COMPENSATION: Wages paid to workers who have been laid off their job. The wages are based on the worker's prior wages and length of employment.

VOCATIONAL EDUCATION: A school program that prepares a student for a specific vocational occupation.

VOCATIONAL EVALUATION: A systematic process of assessing a person's vocational skills, interests, aptitudes, and potential.

WORK ACTIVITY CENTER: A long-term program, usually associated with a sheltered workshop, that develops the handicapped person's vocational, domestic, leisure, and community skills.

WORK ADJUSTMENT: A short-term program used to develop those skills necessary to be successful in a previously determined work setting.

WORK CREWS: A group of workers each of whom is being trained to perform similar types of tasks. The group of workers is usually assigned a particular task or group of tasks that make up an entire contract.

WORK SUPPORT: Ongoing supervision or training for a handicapped worker in a paid community-based work setting.

Short-Term Goal 2, Obj. 1, Act. 1

IDAHO INDIVIDUAL TRANSITION PLAN
SUMMARY OF ANNUAL TRANSITION PLANNING AREAS

Student's Name _____ Date of Birth _____

School _____ Projected Date of Graduation or Program Completion _____

Facilitator _____

DIRECTIONS: Address all nine transition areas yearly, even though action may be taken only in specific areas.

Indicate with a checkmark: 1) the area(s) in which planning is occurring;
2) the area(s) that are IEP related

TRANSITION PLANNING AREAS	Year 1 Date _____ Age _____		Year 2 Date _____ Age _____		Year 3 Date _____ Age _____		Year 4 Date _____ Age _____		Year 5 Date _____ Age _____	
	AREAS WITH ACTION TAKEN	IEP RELATED	AREAS WITH ACTION TAKEN	IEP RELATED	AREAS WITH ACTION TAKEN	IEP RELATED	AREAS WITH ACTION TAKEN	IEP RELATED	AREAS WITH ACTION TAKEN	IEP RELATED
1. Financial/ Income										
2. Voc Train/ Placement, Post Sec Ed										
3. Living Arrangements										
4. Personal Management										
5. Leisure/Rec										
6. Transportation										
7. Medical Services										
8. Advocacy/ Legal Serv										
9. Personal/ Family Rel										
10. Other										

Short-Term Goal 3, Obj. 1, Act. 1; Obj. 3, Act. 2; Obj. 4, Act. 1

SAMPLE COVER LETTER FOR STUDENT SCHOOL RECORD SUMMARY FORM AND VOCATIONAL TRAINING EXPERIENCE FORM

Dear Adult Service Provider,

A completed Student School Record Summary form and Vocational Training Experience form for _____ are enclosed. These forms represent a summary of the student's academic records, special activities, programs and pertinent demographic information to be used to assist him/her in applying for your agency's services. If additional information is needed or if you have questions about a specific item, please feel free to call me at 885-6159.

Thank you for your support and cooperation.

Sincerely,

Daniel M. Perino
Project Director

Enc.

Short-Term Goal 3, Obj. 2, Act. 1

STUDENT SCHOOL RECORD
SUMMARY FORM

Name_____ Soc. Sec#_____
Date of Birth_____ Age_____
Parents/Caregiver's Address/Phone_____
Location of Education Program_____Principal_____
District Responsible for Program_____
Instructors of Related Services:

	Name	Title
1.		
2.		
3.		
4.		
5.		

Date of Current Placement_____
Additional Placement Information_____
_____
Academic Ability
Tested Reading Level_____Test_____Date_____
Tested Math Level_____Test_____Date_____
Language Level_____Test_____Date_____
Expressive_____Test_____Date_____
Receptive_____Test_____Date_____
Intelligence
Verbal_____
Performance_____
Full Scale_____
Motor Ability_____Test_____Date_____
Behavioral Data_____Test_____Date_____
Sensory Ability_____Test_____Date_____
Health Related Information_____
_____
Other Relevant Information_____
_____

Learning Styles (from teacher observation)
Preferred language learning style? Auditory____ Visual____
Preferred numerical learning style? Auditory____ Visual____
Preferred mode of self expression? Oral_____ Written___
Preferred learning environment? Individual___Group_____
Motivational Cues (from teacher observation)
Effective reinforcers_____
Ineffective reinforcers_____
Physical Capacities (taken from health record and observations)

		Yes	No
Climb/Balance		_____	_____
Stoop/Bend		_____	_____
Reach/Handle		_____	_____
Talk/Hear		_____	_____
Functional Vision		_____	_____
Lift/Carry	(L) 10 lbs.	_____	_____
	(M) 20 lbs.	_____	_____
	(H) 50 lbs.	_____	_____

Comments/Other Physical Limitations_____
_____
_____

Short-Term Goal 3, Obj. 1, Act. 1; Obj. 2, Act. 1

VOCATIONAL TRAINING EXPERIENCE SUMMARY FORM
STEP University of Idaho

Name: _____

Training Sites	Job Title	Dates Start/End	# Hours/Wk. # Days/Wk.	School Superv. Job Site Superv.	Job Task Performed	Wage, Source of Wages Paid, Productivity Rating	Adaptations Used General Comments

Short-Term Goal 3, Obj. 1, Act. 1; Obj. 2, Act. 1

APPENDIX B

Long-Term Transitions
Sample Forms and Products

STEP SAMPLE LETTER REQUESTING BROCHURES

Lori Shaw
Rehabilitation Counselor
Idaho Division of Vocational Rehabilitation
609 S. Washington Suite 201
Moscow, Idaho 83843

Dear Lori,

The Secondary Transition and Employment Project is organizing brochures and handouts of adult service providers within the Moscow area. The brochures and handouts will be made available to students enrolled in special education and their parents. As primary vocational service provider I would like to request any written materials that you have which provide a brief overview of your agency and the services offered.

If you have questions about my request, please call me at 885-6159.

Sincerely,

Daniel M. Perino
Project Manager

Long-Term Goal 2, Obj. 1, Act. 1

STEP SAMPLE LETTER: AGENCY SURVEY FORM

Roger Howard
Intake Counselor
Stepping Stones Inc.
123 Main Street
Moscow, Idaho 83843

Dear Roger,

The Secondary Transition and Employment Project in Cooperation with the Moscow School District is organizing a resource manual of adult agencies in the Moscow area. The information will be used for transition planning for students enrolled in special education. The resource manual will be made available to school personnel, students and parents.

Enclosed is an Agency Survey Form which asks for specific information. I would appreciate it if you would complete the form and return it at your convenience. Any additional brochures or handouts which would further describe your services or agency should be included. If you have questions about the form, please call me at 885-6159

Sincerely,

Daniel M. Perino
Project Manager

Long-Term Goal 2, Obj. 1, Act 2

AGENCY SURVEY FORM

Address:

Telephone:

Area Served:

Contact Person:

Services Offered:

Eligibility:

Purpose:

General Information:

Referral Source:

Resources:

Fees:

Long-Term Goal 2, Obj. 1, Act. 2

STEP SAMPLE INVITATION LETTER: CLASS PRESENTATION

Tom Partington
Program Supervisor
Adult and Child Development Center
200 S. Almon
Moscow, Idaho 83843

Dear Tom,

The Secondary Transition and Employment Project in Cooperation with Moscow School District is implementing a transition program for students enrolled in special education classes. As part of the transition program we are wanting to help students and parents better understand the type of support assistance that they can expect once they have graduated from high school.

To accomplish this objective I am scheduling class presentation by adult service agencies. Specifically I would request that you cover the following information:

1. Type and description of services provided;
2. Geographic region served;
3. Eligibility criteria;
4. Application procedures;
5. Information needed at the time of application;
6. How services are monitored; and
7. Cost of services.

You should anticipate about 14 students in attendance. The students have from mild to moderate handicaps. I would suggest that you use handouts and graphics and group discussion. I have scheduled a 50-minute class period for your presentation. At this time I would like to schedule your presentation during the week of April 10 or 17. I will be in contact with you in the next two weeks to discuss further details. Thank you for your support of the program.

Sincerely,

Daniel M. Perino
Project Manager

Long-Term Goal 2, Obj. 2, Act. 4
Goal 3, Ages 16-17, Obj. 1, Act. 11

PARENT INTERVIEW

General Student Information

Student's Name _____
First Middle Last

Birthdate _____ Age _____

Current Address _____ Phone _____

Parent/Caregiver _____ Phone _____

Parent/Caregiver Address _____
(If different from student's)

1. What kind of high school program would you like for your son or daughter (check all which apply)?

_____ Classes preparing for college
_____ Classes which teach basic reading, writing, and math
_____ Classes which teach skills needed for independent living, such as cooking, budgeting, shopping, hygiene
_____ Vocational classes such as business, mechanics, carpentry
_____ Work/study or on-the-job training

2. What do you consider the most important skills for your son/daughter to learn in school (for example, math, reading, writing, spelling, job-seeking skills, job-keeping skills)?

3. When do you think your son/daughter will graduate? _____

4. In what kind of program would you like your son/daughter enrolled after finishing high school?

_____ College
_____ Military
_____ None
_____ Junior College
_____ Industrial/trade school
_____ Don't know

5. What do you see your son/daughter doing after leaving high school?

a. employment:

b. living arrangements:

c. leisure activities:

6. What types of work do you think your son/daughter would like best? Why?

7. What types of work do you think your son/daughter might not like? Why?

8. What type of summer job do you think your son/daughter could perform this summer or next? Would he/she need training to do this?

9. What work behaviors/attitudes does your son/daughter have that an employer might like?

10. What specific job-finding or job-keeping skills would you especially like your son/daughter to learn?

STUDENT INTERVIEW

To be completed by student:

Name: _____ Date: _____

Address: _____

City, State, Zip: _____

****

What year are you planning to graduate? _____

Do you receive any special services at school? _____ Yes _____ No

If yes, what kind? _____

_____

****

Previous Work Experience

1. What jobs have you done around your house or school?

_____

_____

_____

2. Have you ever had a job working for an employer? ____ Yes ____ No

Name of Employer	Type of Work	When
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

3. Have you ever filled out a job application? _____ Yes _____ No

4. Have you ever been interviewed for a job? _____ Yes _____ No

Career Interests

1. What kind of job would you like to do when you graduate from high school or college?

_____

_____

_____

2. What kinds of jobs are you interested in now? _____

_____

_____

3. Which of these jobs is the one you would most like to do?

First Choice: _____

Second Choice: _____

Third Choice: _____

4. What jobs would you like to find out more about? _____

_____

_____

_____

5. What kind of work would you not like to do? _____

_____

_____

****

Skills

1. What would an employer like about you? _____

_____

_____

2. What would an employer not like about you? _____

_____

_____

3. Do you have any skills you learned in school or elsewhere that would help you on a job? _____

_____

_____

_____

****

Notes

****

Interviewed By: _____ Date _____

Long-Term Goal 3, Ages 14-15, Obj. 1, Act. 2
Obj. 1, Act. 7

IDAHO INDIVIDUAL TRANSITION PLAN
SUMMARY OF ANNUAL TRANSITION PLANNING AREAS

Student's Name _____ Date of Birth _____

School _____ Projected Date of Graduation or Program Completion _____

Facilitator _____

DIRECTIONS: Address all nine transition areas yearly, even though action may be taken only in specific areas.

Indicate with a checkmark: 1) the area(s) in which planning is occurring;
2) the area(s) that are IEP related

TRANSITION PLANNING AREAS	Year 1 Date ____ Age ____		Year 2 Date ____ Age ____		Year 3 Date ____ Age ____		Year 4 Date ____ Age ____		Year 5 Date ____ Age ____	
	AREAS WITH ACTION TAKEN	IEP RELATED	AREAS WITH ACTION TAKEN	IEP RELATED	AREAS WITH ACTION TAKEN	IEP RELATED	AREAS WITH ACTION TAKEN	IEP RELATED	AREAS WITH ACTION TAKEN	IEP RELATED
1. Financial/ Income										
2. Voc Train/ Placement, Post Sec Ed										
3. Living Arrangements										
4. Personal Management										
5. Leisure/Rec										
6. Transportation										
7. Medical Services										
8. Advocacy/ Legal Serv										
9. Personal/ Family Rel										
10. Other										

VOCATIONAL TRAINING EXPERIENCE SUMMARY FORM
STEP University of Idaho

Name: _____

Training Sites	Job Title	Dates Start/End	# Hours/Wk. # Days/Wk.	School Superv. Job Site Superv.	Job Task Performed	Wage, Source of Wages Paid, Productivity Rating	Adaptations Used General Comments

-79-

Long-Term Goal 3, Ages 14-15, Obj. 1, Act. 7; Ages 15-16, Obj. 1, Act. 7; Ages 16-17, Obj. 1, Act. 2

STEP SAMPLE INVITATION-TO-PRESENT LETTER
TO ADULT AGENCIES
(Option 1)

Dear

On behalf of Moscow High School, Stepping Stones, and the Secondary Transition and Employment Project (STEP), we would like to take this opportunity to personally invite you to participate in the first annual Adult Services Fair to be held at the Moscow Community Center in the Old Post Office Building on Friday, March 29th, from 6:30 to 9:30 p.m.

The purpose of the Adult Services Fair is to allow adult agencies such as yourself to present and discuss your programs and services to parents and teachers of special education students. I am sure you would agree that when parents, professionals, and consumers are well informed of your services, you can provide your service more effectively.

The format for the Adult Services Fair will be as follows. First, a keynote introduction will be given by Dr. Lisbeth Vincent from the University of Wisconsin-Madison. Dr. Vincent is an expert in working with parents as partners in the educational process. After the address the parents, teachers, and students will be divided into six groups. These groups will spend approximately 15 minutes with each Adult Service Provider listening to their presentations. After the groups have had the opportunity to hear each Adult Service Provider presentation, the parents and students will have one hour of free time to return to a particular provider and ask any questions they may have that are specific to their situation.

As a Primary Adult Service Provider, you will be requested to have a staff person present from 6:30 to 9:30 p.m. Depending on the numbers in attendance and the amount of questions, your staff person may be required to stay as late as 10:00 p.m. Your representative should be prepared to give a 15-minute presentation to each group on what your agency does, who is eligible, how your services apply to graduating special education students and what is needed to apply for services. Audio-visual presentations are encouraged, brochures and handouts that people could take with them would be helpful. You should anticipate having to communicate with parents of special education students, the students themselves, and teachers who are currently working with developmentally disabled students.

In order to facilitate the arrangements and participation of this Adult Services Fair, would you please complete the enclosed form and return it as soon as possible to:

Dan Perino
Special Education Department
University of Idaho
Moscow, Idaho 83843

If you have any questions, please feel free to call me at 885-7760.

Thank you,

Daniel M. Perino

Long-Term Goal 3, Ages 16-17, Obj. 1, Act. 10

STEP SAMPLE INVITATION-TO-PRESENT LETTER
TO ADULT AGENCIES
(Option 2)

Dear

On behalf of Moscow High School, the Adult/Child Development Center, the Division of Vocational Rehabilitation, Palouse Industries and the Secondary Transition and Employment Project (STEP), we would like to personally invite you to participate in the Transition Fair to be held at the Moscow Community Center on Thursday, March 27, 1986, from 7:00 p.m. to 9:00 p.m.

The purpose of the Transition Fair is to inform students, parents/guardians, teachers and the community in general about the services adult agencies provide.

The program for the Fair will be as follows:

--Welcome by Bob West, Director of Special Education, Moscow School District.

--Keynote speech: Mrs. Sue Hovey, educator and parent, will address the unique role of a parent of a child with special needs. Ms. Leslie Hovey, a graduate of Moscow High School, will talk about her experiences while attending special education classes, her present job and her plans for the future.

--Panel discussion: agency representatives will introduce themselves, talk about eligibility criteria, the referral process and the point at which students should contact the agency. Please limit your time to 3 to 5 minutes.

--Open forum: adult agency representatives, parents, teachers, students.

Each agency will be in charge of setting up a table display with pertinent information, such as brochures, application forms, business cards, etc. We recommend that tables (sites) be ready before the event starts. The Community Center will be open at 6:00 p.m. to allow time to set up the different tables. Please remember to bring a sign to identify your agency.

Your representative should be prepared to communicate with parents, teachers and students about how your service may assist students when they graduate.

A manual on post high school options in the Moscow area will be available free of charge to parents and students.

COFFEE, COOKIES AND PUNCH WILL BE SERVED.

In order to include your agency in the invitations and community advertisements, please complete the enclosed form and return it as soon as possible to:

Gena Moody
Special Education Department
University of Idaho
Moscow, Idaho 83843

If you have any questions or would like to have more information, please call me at 885-7086.

Thank you,

Gena Moody
Vocational Teacher

TRANSITION FAIR

ADULT SERVICE PROVIDER REGISTRATIOON FORM

AGENCY_____

REPRESENTATIVE'S NAME_____

CONTACT PERSON_____

____ Yes, we would like to participate in the TRANSITION FAIR.

____ No, we will not be able to participate in the TRANSITION FAIR.

____ Yes, I will make available written information to persons that solicit them (brochures, application forms, business cards, etc.)

Long-Term Goal 3, Ages 16-17, Obj. 1, Act. 10

INVITATION TO
SPECIAL EDUCATION TEACHERS

On behalf of the Moscow High School, Stepping Stones, and the Secondary Transition and Employment Project (STEP), we would like to take this opportunity to formally invite you to attend the first annual Adult Services Fair to be held on Friday, March 29th, from 6:30 to 9:30 p.m. at the Moscow Community Center in the Old Post Office Building.

What is an Adult Services Fair? The Adult Services Fair is an opportunity for parents, students, teachers, and adult service providers (e.g. Voocational Rehabilitation, Health and Welfare, Social Security Aministration) to present and exchange information about vocational, residential, and financial programs available to special education students after they graduate from high school.

Why should I attend? As a teacher who comes in contact with special education students, you will need to be knowledgeable about the services available to your students after graduation and about how you can prepare your student for those services. This exchange of information will assist you, your students, and their parents in preparing for the transition from school to work.

Who should attend? You, your students, and the parents of special education students are encouraged to attend.

Where will the fair be? Moscow Community Center (Old Post Office) from 6:30 to 9:30 p.m. on Friday, March 29, 1985.

How will I get to meet all of the adult service providers? First you will hear a presentation by Dr. Lisbeth Vincent from the University of Wisconsin-Madison. Dr. Vincent will discuss how you and the parents of developmentally disabled students can work as a team. She will provide you with the tools and insights for a successful partnership. Then you will be divided into six groups. The groups will hear 15-minute presentations given by each adult service provider then will have one hour of free time to return to particular providers to ask questions. Also during this time there will be representatives from ancillary adult service providers (e.g., transportation, mental health, and legal assistance) available to answer questions.

THERE IS NO COST FOR ATTENDING AND REFRESHMENTS WILL BE SERVED. WE HOPE TO SEE YOU THERE.

Long-Term Goal 3, Ages 16-17, Obj. 1, Act. 10

ADULT SERVICES FAIR ANNOUNCEMENT

TRANSITION FAIR

DATE: MARCH 27, 1986 (Thursday) TIME: 7:00 to 9:00 p.m.

LOCATION: Community Center, Moscow (206 East 3rd Street)

A Reminder to parents/guardians and students

Moscow High School, the Secondary Transition and Employment Project (STEP) and the Adult Agencies in the Moscow area would like to remind you and your son/daughter to attend and participate in the TRANSITION FAIR.

TRANSITION FAIR will provide the opportunity to parents/guardians, students and special educators to learn about services that are available in the community, to make initial contacts with agencies representatives and to ask personal and relevant questions about individual cases.

To facilitate this task we are including a list of questions that will assist you in obtaining information tailored to your needs. Each person representing an Agency will be available to answer your questions, provide you with brochures, application forms and business cards.

In addition, a manual on post high school options containing a list of resources available after high school and procedures for obtaining services will be provided to parents.

THERE WILL BE NO COST FOR THE MANUAL OR FOR ATTENDING THE FAIR!

PROGRAM

- WELCOME, Bob West, Director of Special Education, Moscow School District
- KEYNOTE SPEAKERS, Mrs. Sue Hovey, educator and parent will address the unique role of a parent of a child with special needs. Ms. Leslie Hovey, graduate of Moscow High School will talk about her experiences while attending special education classes, her present job and her plans for the future.
- PANEL DISCUSSION, Agency representatives will introduce themselves, talk about eligibility criteria, referral process and the point at which students should contact the agency.
- OPEN FORUM, adult agency representatives, parents, students, teachers.

Master of Ceremonies: Bob West.

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For more information call: Gena Moody (208) 885-7086

Long-Term Goal 3, Ages 16-17, Obj. 1, Act. 10

TRANSITION FAIR

DATE: March 27, 1986 (Thursday) TIME: 7:00 to 9:00 p.m.

LOCATION: Community Center, Moscow

- What is the future for young people with special needs?
- What resources and services are available on a local level? TRANSITION FAIR is designed to provide an opportunity for parents, students, teachers and representatives from local resources to meet.
- Adult/Child Development Center, Vocational Rehabilitation, Social Security, Health and Welfare, Palouse Industries, Inc., Stepping Stones, Idaho Commission for the Blind, Coalition of Advocates for the Disabled, Special Siblings and Moscow High School representatives will discuss services and how to secure them.

PROGRAM

WELCOME: Bob West, Director of Special Education, Moscow School Dist.

KEYNOTE SPEAKERS: Sue Hovey, Educator and Parent; and Leslie Hovey, MHS Graduate

PANEL: Adult Agency Representatives

OPEN FORUM: Parents, Students, Teachers, and Agency Representatives

Adult Agency Representatives Available for Consultation:

- Bob West - Moscow High School
- John Cronin - Adult/Child Development Center
- Lori Shaw - Vocational Rehabilitation
- Murray Anderson - Palouse Industries, Inc.
- Ila Andrews - Social Security
- David A. Reynolds - Health & Welfare
- Joe Baugh - Coalition of Advocates for Dsabld.
- Sally Burton - Special Siblings
- Mark Leeper - Stepping Stones, Inc.
- Gary Pickeril - Idaho Commission for Blind

Funding was made possible in part by the Model Demonstration Grant #G00-843-0013, Office of Special Education and Rehabilitation Services, Special Education Department, University of Idaho.

Detach here and mail to TRANSITION FAIR by March 20, 1986

NAME _____ DAY PHONE _____

MAILING ADDRESS _____

_____

CITY STATE ZIP

☐ I am planning to attend the TRANSITION FAIR on March 27, 1986 from 7:00 to 9:00 p.m.

☐ I am interested but would like more information.

Long-Term Goal 3, Ages 16-17, Obj. 1, Act. 10

10 Idahonian/Daily News
Weekend, March 15 & 16, 1986

Rehab groups sponsor seminar

The Moscow School District, Palouse Industries, Inc., Vocational Rehabilitation, Adult/Child Development Center and the University of Idaho's Department of Special Education in a cooperative effort will be hosting a "Transition Fair" on March 27 from 7 to 9 p.m., at the Moscow Community Center.

The event is designed to provide an opportunity to students, parents/guardians, teachers and the community in general to meet the federal, state and private agencies that provide educational, residential and financial assistance to students and their families after they leave high school.

Featured speaker will be Sue Hovey, educator and parent, who will address the unique role of a parent of a child with special needs. Leslie Hovey, Moscow High School graduate, will talk about her experiences while attending special education classes, her present job and her plans for the future.

Each agency will have a table display with pertinent information.

Representatives of the various agencies available for dialogue and consultation will include Bob West, John Cronin, Lori Shaw, Murray Anderson, Ila Andrews, David A. Reynolds, Joe Baugh, Sally Burton, Mark Leeper, and Gary Pickeryl.

A manual on post high school options developed by the Secondary Transition and Employment Project from the UI will be available to parents free of charge.

There is no registration fee and all who are interested are encouraged to attend.

Inside Idaho
3-20-86

A "Transition Fair" for those who have special needs for education or employment will be held March 27 from 7 to 9 p.m. at the Moscow Community Center. It is free and open to the public.

Keynote speaker will be **Sue Hovey**, Moscow educator and parent, who will discuss the role of parents of children with special needs.

The event will provide an opportunity for parents, students, teachers and representatives from local resource agencies to meet, and is being planned and presented by the Secondary Transition and Employment Project (STEP) at the UI.

Each resource agency will have a table display to offer information, application forms, business cards and other items.

Argonaut
3-15-86

Transition Fair helps parents

Transition Fair, an event designed to help answer some questions about education and employment, will be held March 27 from 7 to 9 p.m. at the Moscow Community Center.

The event is being planned and presented by the Secondary Transition and Employment Project (STEP) at the UI in cooperation with the Moscow School District.

The event will provide an opportunity for parents, students, teachers and representatives from local resource agencies to meet.

Resource agencies represented include the Adult/Child Development Center; Vocational Rehabilitation; Social Security; Health and Welfare; Palouse Industries, Inc.; Stepping Stones; Idaho Commission for the Blind; Coalition of Advocates for the Disabled; Special Siblings; and Moscow High School.

Keynote speaker for Transition Fair will be Sue Hovey, an educator and parent, who will address the role of parents of children with special needs. Leslie Hovey, a graduate of Moscow High School, will talk about her experiences in special education classes, her present job and her plans for the future.

Each agency will have a table display and offer information, application forms, business cards and other resources.

The event is free and open to the public.

Long-Term Goal 3, Ages 16-17, Obj. 1, Act. 10

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PRESS RELEASE

SUBJECT: Transition Fair

CONTACT PERSON: Gena Moody
Secondary Transition & Employment Project
Department of Special Education
College of Education
University of Idaho
Moscow, Idaho 83843
(208) 885-7086

The Moscow School District, Palouse Industries, Inc., Vocational Rehabilitation, Adult/Child Development Center and the University of Idaho's Department of Special Education in a cooperative effort will be hosting a TRANSITION FAIR Thursday, March 27th, from 7:00 to 9:00 p.m. at the Moscow Community Center.

The TRANSITION FAIR is designed to provide an opportunity to students, parents/guardians, teachers and the community in general to meet the federal, state and private agencies that provide educational, residential and financial assistance to students and their families after they leave high school.

The TRANSITION FAIR will also feature Mrs. Sue Hovey, educator and parent, who will address the unique role of a parent of a child with special needs. Ms. Leslie Hovey, Moscow High School graduate, will talk about her experiences while attending special education classes, her present job, and her plans for the future.

Each agency will have a table display with pertinent information, such as brochures, application forms, business cards, etc. Agency representatives will be prepared to communicate with parents, teachers and students about how they can serve students when they graduate.

The representatives who will be available for dialogue and consultation are: Bob West, Moscow School District; John Cronin, Adult/Child Development Center; Lori Shaw, Vocational Rehabilitation; Murray Anderson, Palouse Industries, Inc.; Ila Andrews, Social Security; David A. Reynolds, Health and Welfare; Joe Baugh, Coalition of Advocates for the Disabled; Sally Burton, Special Siblings; Mark Leeper, Stepping Stones; and Gary Pickeryl, Idaho Commission for the Blind.

A manual on post high school options developed by the Secondary Transition and Employment Project from the University of Idaho will be available to parents free of charge.

There is no registration fee, and all who are interested are encouraged to attend.

Long-Term Goal 3, Ages 16-17, Obj. 1, Act. 10

LETTER TO NEWSPAPERS

Daily News
E. 205 Main
Pullman, WA 99163

Dear Editor:

The Secondary Transition and Employment Project (STEP) at the University of Idaho, in cooperation with the Moscow School Distict, is holding a community event to introduce local adult agencies to students with special needs and their parents. We would appreciate it if you could do a news release or article about it. It is a very worthy cause and everyone who attends it will greatly benefit from it.

See attached information for details.

We thank you again for your cooperation.

Sincerely,

Gena Moody
Vocational Teacher
Special Education Department

attachment

Long-Term Goal 3, Ages 16-17, Obj. 1, Act. 10

PERMISSION FORM FOR VIDEOTAPING

Dear

We are looking forward to the TRANSITION FAIR on March 27, 1986, at the Community Center in Moscow.

As another goal of the Secondary Transition and Employment Project (STEP), we would like to develop a package of how to organize and implement an Adult Agencies Fair. It is with this purpose that we request your permission to videotape your presentation in the TRANSITION FAIR.

If you have any questions about this request, please call me at (208) 885-7086.

Thank you,

Gena Moody
STEP, University of Idaho

_____ I give my permission to be videotaped at the TRANSITION FAIR. It will be used as part of a "How to Organize an Agency Fair" package.

_____ I do not give my permission to be videotaped at the TRANSITION FAIR.

_____ _____

Date Signature

Return form to: Gena Moody
Vocational Teacher
Special Education Department
College of Education
University of Idaho
Moscow, Idaho 83843

Long-Term Goal 3, Ages 16-17, Obj. 1, Act. 10

SIGN-IN SHEET
TRANSITION FAIR

Registration March 27, 1986

	NAME	ADDRESS	CITY	STATE	ZIP	AGENCY/PARENT/STUDENT
1.						
2.						
3.						
4.						
5.						
6.						
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24.	Long-Term Goal 3,	Ages 16-17, Obj. 1,	Act. 10			

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SAMPLE COVER LETTER WITH SHORT-TERM TRANSITION STRATEGIES

Lori Shaw
Vocational Rehabilitation Specialist
609 Washington, Suite 201
Moscow, Idaho 83843

Dear Lori,

I would like to take this opportunity to share with you Moscow High School's Short-Term Transition Strategies and advise you of the students enrolled in special education who will be graduating this year.

In May, 23 students enrolled in special education courses will be graduating and could potentially benefit from the services that your agency offers. Ten of these students have been diagnosed as having mild learning disabilities, nine have a diagnosis of moderate mental retardation, and four are students with severe physical and mental handicaps.

To ensure that these students have needed services as they leave school, it is important that professionals such as yourself are familiar with the school's transition program and participate in planning the transition. In January a transition planning meeting will be held to discuss the possible transition strategies for each of this year's graduating students in special education. Your attendance and participation at the meeting is critical. Within the next month I will contact you as to a specific time and place. If you have any questions about the transition strategies and your involvement, please feel free to call me.

Your cooperation and support are greatly appreciated.

Sincerely,

Daniel M. Perino
Project Manager

enc.

Long-Term Goal 3, Ages 16-17, Obj. 1, Act. 12
Ages 17-18, Obj. 1, Act. 6

STEP SAMPLE LETTER: AGENCY TOUR

Murray Anderson
Executive Director
Palouse Industries Inc.
1235 Professional Mall Blvd.
Pullman, Washington 99163

Dear Murray,

The Secondary Transition and Employment Project is working in cooperation with the Moscow School District to develop and implement planned transition strategies for students enrolled in special education. As part of the program activities, students and parents gather information on local adult service agencies. As you are aware we have requested and received a Palouse Industries brochure which describes the services offered.

We would at this time like to schedule with you a convenient time for parents and students to tour and interact with your staff and the adults you serve. I am anticipating that about 10 students and 6 parents would participate in the tour. Because of the large number of students and parents I would prefer to schedule three separate tours.

I would request that the parents and students have adequate time to observe and interact with your staff and adults. If it would be conducive for you and your staff, I would suggest that the students tour and observe for approximately an hour and then participate in either the adults' lunch hour or break time.

Your support for the transition program is greatly appreciated. If I can provide you with additional information please feel free to call me at 885-6159.

Sincerely,

Daniel M. Perino
Project Manager

Long-Term Goal 3, Ages 16-17, Obj. 1, Act. 13

QUESTIONS TO ASK AGENCY REPRESENTATIVES

1. How can your agency help us?
2. What do we need to do to receive services?
3. When and where should we apply?
4. How much is it going to cost?
5. How old must my son/daughter be before we apply for services?
6. Who decides what services/programs my son/daughter will receive?
7. How will I be informed of my son's/daughter's progress?
8. Can you find him/her a job?
9. If my son/daughter is working, can you supervise him/her and make sure he/she is doing well?
10. Will you provide transportation for my son/daughter between his/her home and the work place?
11. If my son/daughter works in a paying job will he/she still be eligible to receive the services you provide?
12. Will I need to pay for materials needed to train my son/daughter in a job?
13. If you need tests and medical exams, will I have to pay for them?
14. Can you help us financially? If so, how much?
15. What will I need to do to get the money?
16. What papers and information do you need for determining my son's/daughter's eligibility for your program?
17. Who is responsible for obtaining the information?

Long-Term Goal 3, Ages 17-18, Obj. 1, Act. 12

RESIDENTIAL PROGRAM QUESTIONS

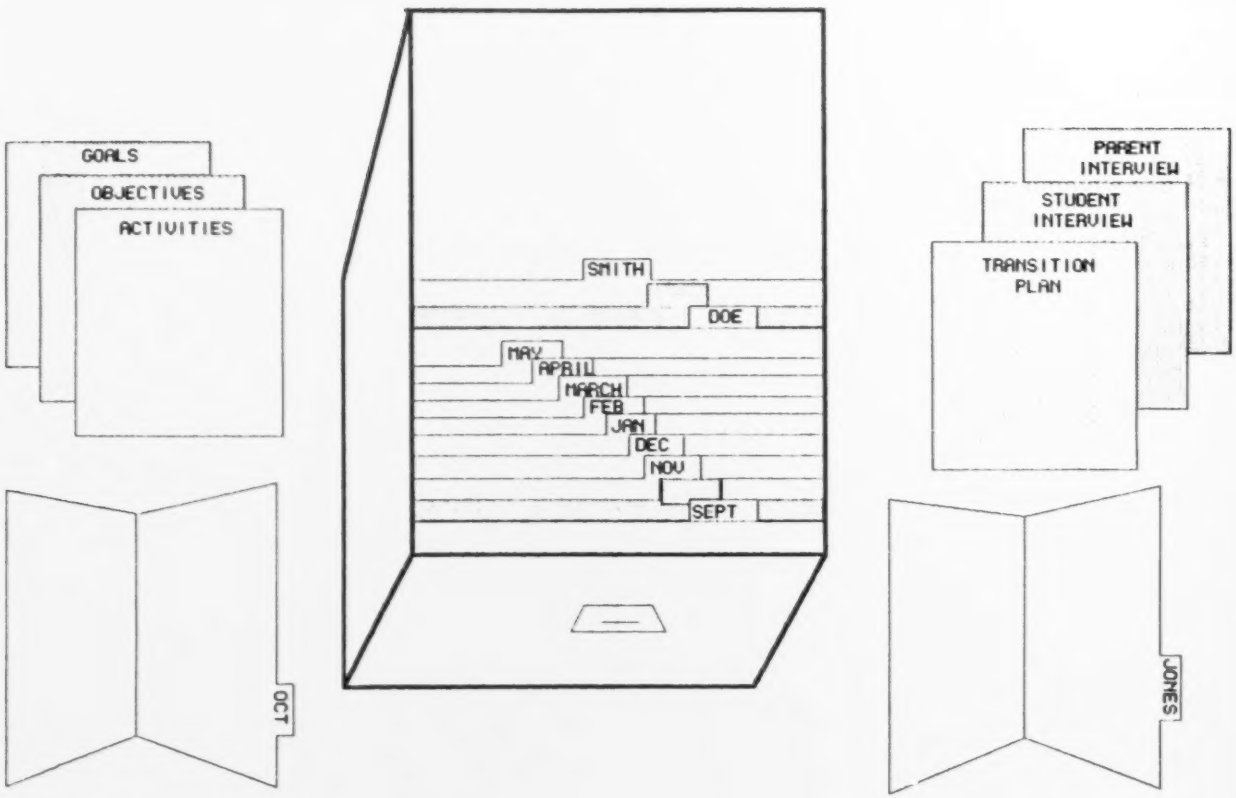
1. How many people live here?
2. What is the maximum length of stay?
3. Is there a waiting list?
4. How long is the waiting list?
5. What are the entry requirements?
6. What is the monthly cost for services?
7. Do you accept Medicare or Medicaid payments?
8. Is there a cost to the resident?
9. What is the staff/resident ratio per shift?
10. What specific living arrangements are provided?
11. What services are provided other than room and board?
12. What other support services are provided?
13. What community-based leisure activities are available?
14. How often are these leisure activities used?
15. What in-house leisure activities are available?
16. How often are in-house leisure activities used?
17. What community resources are available in the immediate neighborhood?
18. Describe the other residents in the program.
19. What assurances are there to guarantee residents' rights?
20. What is the policy for home visits?
21. How can parents/guardians give input on the resident's individual program?
22. Do you provide transportation for personal, social needs, to and from a job, or therapeutic appointments at no additional charge?
23. Can the resident actively search for or maintain employment?
24. Can the resident have full responsibility for his/her finanacial affairs?

Long-Term Goal 3, Ages 17-18, Obj. 1, Act. 12

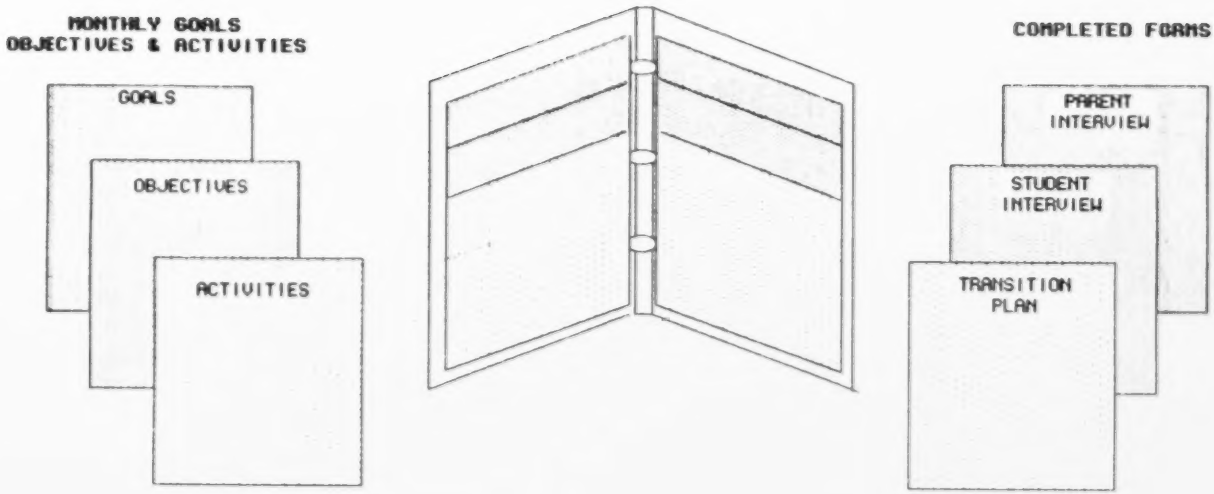
APPENDIX C

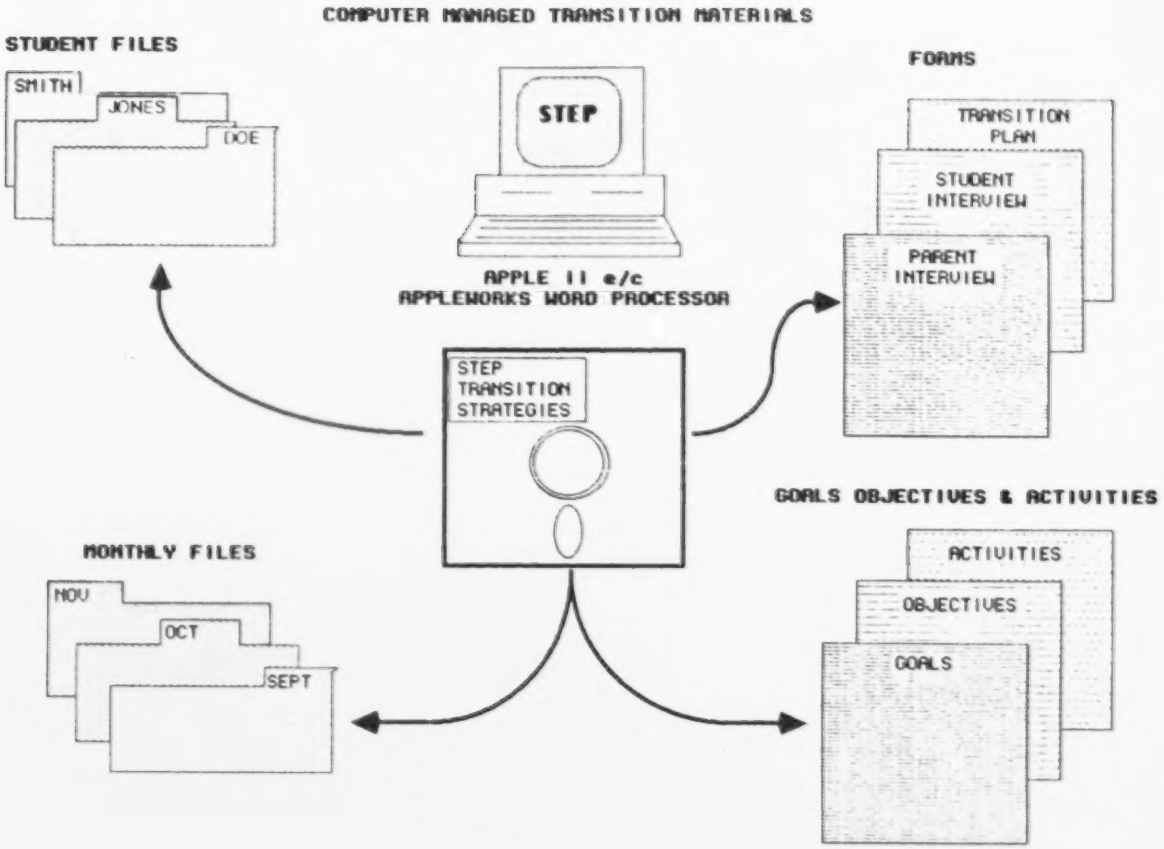
Management Strategies

TRANSITION STRATEGIES FILE SYSTEM



THREE-RING BINDER




COMPUTER MANAGED TRANSITION MATERIALS
STUDENT FILES
SMITH
JONES
DOE
STEP
APPLE II e/c
APPLEWORKS WORD PROCESSOR
FORMS
TRANSITION PLAN
STUDENT INTERVIEW
PARENT INTERVIEW
STEP
TRANSITION
STRATEGIES
GOALS OBJECTIVES & ACTIVITIES
ACTIVITIES
OBJECTIVES
GOALS
MONTHLY FILES
NOV
OCT
SEPT